

COPY NO. 11.

CIA SELECTION BOARD

INITIAL EVALUATION REPORT

(See instructions below)

The Initial Evaluation Report is an important factor in the selection of Career Employees. It seeks to provide the CIA Selection Board with information of value when considering an individual's acceptance as a member of the Career Staff.

INSTRUCTIONS

TO THE ADMINISTRATIVE OR PERSONNEL OFFICER: Consult current administrative instructions regarding the initiation and transmittal of this report.

TO THE SUPERVISOR: READ THE ENTIRE FORM before attempting to complete any item. As the Supervisor who assigns, directs and reviews the work of the individual you have primary responsibility for evaluating his capacity, aptitudes, knowledge and skills as revealed in his day-by-day activities. If this individual has been under your supervision for less than 30 days, you will collaborate with his previous supervisors to make sure the report is accurate and complete. Primary responsibility rests with the current supervisor.

This Provisional Rating Report will not be shown to the individual being so rated. It is assumed that throughout the period this individual has been employed, supervisors have discharged their responsibility by frequent discussions of his work, so that in a general way he knows where he stands.

SECTION I: IDENTIFICATION

Name _____ Age _____ Sex _____ Marital Status _____
 EOB _____ Present Office _____ Division _____ Branch _____
 Departmental _____ Field _____ (Specify Station) _____
 Date Due _____ Period Covered by This Report _____

SECTION II: CURRENT ASSIGNMENT

A. Current Position Title _____ Grade _____ Date Assuming Respons. For The Position _____
 B. What Assignments or Tasks Have Been Given Him During the Past Three Months. (List Specifically)

OFFICE OF PERSONNEL
 FORMS MANAGEMENT PROGRAM
 MASTER FILE COPY

1st Draft
 submitted by
 25X1A9a
 [Redacted] /DTR

READ THE ENTIRE FORM BEFORE ATTEMPTING TO COMPLETE ANY ITEM.

SECTION III

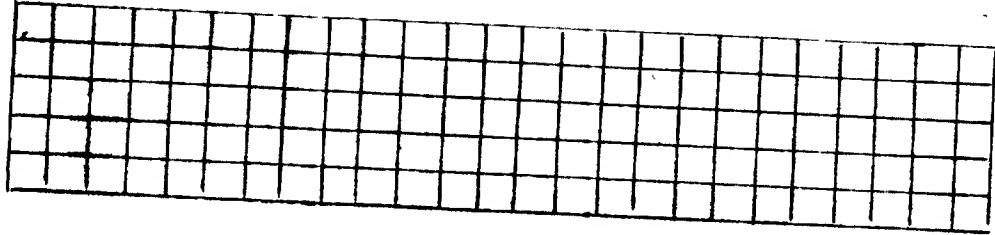
On the left hand side of the page below are a series of statements that apply in some degree to almost everyone. On the right hand side of the page are five major categories of descriptions. The scale within each category is divided into five small blocks; this is to allow you to make finer distinctions.

Look at the statement on the left. Then check the category on the right which best tells how much the statement applies to the person you are rating.

The one restriction is that the same small block may not be used twice in any group of 5 statements. For example, suppose you felt that both of the first two statements applied to a limited degree to the person you are rating. You can place an X in any one of the blocks under 'Applies to a limited degree,' but you may not place one X directly under another (see the example at the top of the rating scale).

Statements		Categories				
		Applies to a slight degree or not at all	Applies to a limited degree	Applies to a reasonable degree	Applies to an above average degree	Applies to an outstanding degree
SAMPLES	1. Appearance and actions attract attention.		X	X		
	2. Odd in appearance and manner.		X	X		
GROUP I	1. A good reporter of events.					
	2. Can make decisions on his own when need arises.					
	3. Cautious in action.					
	4. Has initiative.					
	5. Unemotional.					
GROUP II	1. Analytic in his thinking.					
	2. Constantly striving for new knowledge & ideas.					
	3. Gets along with people at all social levels.					
	4. Has a sense of humor.					
	5. Knows when to seek assistance.					
GROUP III	1. Calm.					
	2. Can get along with people.					
	3. Excellent memory for facts.					
	4. Gets things done.					
	5. Keeps oriented toward long term goals.					
GROUP IV	1. Can cope with emergencies.					
	2. Has high standards of accomplishment.					
	3. Has stamina; can keep going a long time.					
	4. Has wide range of information.					
	5. Shows originality.					
GROUP V	1. Dodges responsibilities.					
	2. Doesn't admit his errors.					
	3. Does not respond well to supervision.					
	4. High strung.					
	5. Requires strong support					

- GROUP VI
1. Can think on his feet.
 2. Comes up with solutions to problems.
 3. Stimulating to associates: a "spark plug."
 4. Tough-minded.
 5. Very observant.



- GROUP VII
1. Capable.
 2. Clear-thinking.
 3. Completes assignments within allowable time limits.
 4. Evaluates self realistically.
 5. Well informed about current events.

- GROUP VIII
1. Deliberate.
 2. Effective in discussions with associates.
 3. Implements decisions regardless of own feelings.
 4. Thoughtful of others.
 5. Works well under pressure.

- GROUP IX
1. Displays judgment.
 2. Gives credit where credit is due.
 3. Has drive.
 4. Is security conscious.
 5. Versatile.

- GROUP X
1. Fault-finding.
 2. Hard to change his ideas.
 3. Interferes with smooth operation of his office.
 4. Requires strong and continuous supervision.
 5. Resists new ideas or suggestions.

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Security Information

SECTION IV:

A. What Are his outstanding strengths?

B. What are his outstanding weaknesses?

C. Indicate if you think that any single strength or weakness outweighs all other considerations.

D. Do you feel that he requires close supervision?

If so, why?

E. Other comments, (indicate here general traits, specific habits or characteristics which have a bearing on whether this person should acquire career status).

SECTION V: GENERAL RATINGS

DIRECTIONS: Considering only the skill with which the person has performed the duties of his job, rate him by placing an "X" in the box opposite the most appropriate description. Read all the descriptions before you make your rating.

PERFORMANCE

- ☐ 1. Does not perform duties adequately; he is incompetent.
- ☐ 2. Barely adequate in performance; although he has had specific guidance or training, he often fails to carry out responsibilities competently.
- ☐ 3. Performs most of his duties acceptably; occasionally reveals some area of weakness.
- ☐ 4. Performs duties in a typically competent, effective manner.
- ☐ 5. A fine performance; carries out many of his responsibilities exceptionally well.
- ☐ 6. Performs his duties in such an outstanding manner that he is equaled by only a few other persons known to rater.

Is this individual better qualified for work in some other area? If so, what?

DIRECTIONS: Considering others of this person's grade and type of assignment, how would you rate him on potentiality for assumption of greater responsibilities, normally indicated by promotion.

POTENTIAL

- ☐ 1. Has reached the highest grade level at which satisfactory performance can be expected.
- ☐ 2. Is making progress, but needs more time in present grade before promotion to a higher grade can be recommended.
- ☐ 3. Is ready to take on the responsibilities of the next higher grade, but may need training in some areas.
- ☐ 4. Will probably adjust quickly to the more responsible duties of the next higher grade.
- ☐ 5. Is already performing at the level of the next higher grade.
- ☐ 6. An exceptional person who is one of the few who should be considered for rapid advancement.

DIRECTIONS: Based upon what he has said, his actions, and any other indications, give your opinion of this person's attitude toward the Agency.

ATTITUDE

- ☐ 1. Has an antagonistic attitude toward the Agency--will definitely leave the Agency at the first opportunity.
- ☐ 2. Has a strong negative attitude toward the Agency--irked by restrictions--regards the Agency as a temporary stop until he can get something better.
- ☐ 3. Tends to have an unfavorable attitude toward the Agency--bothered by minor frustrations--will quit if these continue.
- ☐ 4. His attitude toward the Agency is indifferent--has a "wait and see" attitude--would leave if somebody offered him something better.
- ☐ 5. Tends to have a favorable attitude towards the Agency--makes allowances for restrictions imposed by working for the Agency--thinks in terms of a career in the Agency.
- ☐ 6. Definitely has a favorable attitude toward the Agency--barring an unexpected outside opportunity, will probably endeavor to make a career in the Agency.
- ☐ 7. Has an enthusiastic attitude toward the Agency--will probably never consider working any place but in the Agency.

DIRECTIONS: Consider everything you know about this person in making your rating--skill in job duties, conduct on the job, personal characteristics or habits, and special defects or talents.

OVERALL SUITABILITY

- ☐ 1. Definitely unsuitable--he should be separated.
- ☐ 2. Of doubtful suitability--would not have accepted him if I had known what I know now.
- ☐ 3. A barely acceptable employee--definitely below average but with no weaknesses sufficiently outstanding to warrant his separation.
- ☐ 4. A typical employee--he displays the same suitability as most of the people you know in the Agency.
- ☐ 5. A fine employee--has some outstanding strengths.
- ☐ 6. An unusually strong person in terms of the requirements of CIA.
- ☐ 7. Excelled by only a very few in suitability for work in CIA.

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PERSONNEL EVALUATION CODE SHEET				DATE																					
SERIAL NO. <div style="border: 1px solid black; width: 40px; height: 20px; margin: 2px;"></div>		NAME (Last) (First) (Middle) <div style="border: 1px solid black; width: 100%; height: 20px; margin: 2px;"></div>																							
ORGANIZATION <div style="border: 1px solid black; width: 40px; height: 20px; margin: 2px;"></div>		OFFICE ASSIGNED <div style="border: 1px solid black; width: 100%; height: 20px; margin: 2px;"></div>		DIVISION <div style="border: 1px solid black; width: 100%; height: 20px; margin: 2px;"></div>																					
A. GRADE LEVEL (29-30) <div style="border: 1px solid black; width: 40px; height: 20px; margin: 2px;"></div>			M. ABILITY TO HANDLE GREATER RESPONSIBILITIES (42) <table style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 20px; border: 1px solid black; text-align: center;">1</td><td>Yes</td></tr> <tr><td style="border: 1px solid black; text-align: center;">2</td><td>No</td></tr> <tr><td style="border: 1px solid black; text-align: center;">3</td><td>Uncertain</td></tr> <tr><td style="border: 1px solid black; text-align: center;">4</td><td>Now</td></tr> <tr><td style="border: 1px solid black; text-align: center;">5</td><td>Future</td></tr> </table>			1	Yes	2	No	3	Uncertain	4	Now	5	Future										
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B. UNDERSTANDING OF DUTIES (31) <table style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 20px; border: 1px solid black; text-align: center;">1</td><td>Thorough</td></tr> <tr><td style="border: 1px solid black; text-align: center;">2</td><td>Moderate</td></tr> <tr><td style="border: 1px solid black; text-align: center;">3</td><td>Limited</td></tr> </table>			1	Thorough	2	Moderate	3	Limited	I. OTHER DUTIES BETTER SUITED TO (43) <table style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 20px; border: 1px solid black; text-align: center;">1</td><td>Yes</td></tr> <tr><td style="border: 1px solid black; text-align: center;">2</td><td>No</td></tr> <tr><td style="border: 1px solid black; text-align: center;">3</td><td>Unknown</td></tr> <tr><td style="border: 1px solid black; text-align: center;">4</td><td>Within Component</td></tr> <tr><td style="border: 1px solid black; text-align: center;">5</td><td>Other Component</td></tr> </table>			1	Yes	2	No	3	Unknown	4	Within Component	5	Other Component				
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C. INSTRUCTION COMPLETED <div style="border: 1px solid black; width: 40px; height: 20px; margin: 2px; display: inline-block;"></div> Training (32-33) <div style="border: 1px solid black; width: 40px; height: 20px; margin: 2px; display: inline-block;"></div> Language (34-35)			J. TRAINING OR ROTATION RECOMMENDED <div style="border: 1px solid black; width: 40px; height: 20px; margin: 2px; display: inline-block;"></div> Rotation (44) <div style="border: 1px solid black; width: 40px; height: 20px; margin: 2px; display: inline-block;"></div> Foreign Service Experience (45) <div style="border: 1px solid black; width: 40px; height: 20px; margin: 2px; display: inline-block;"></div> Reassignment (46-47) <div style="border: 1px solid black; width: 40px; height: 20px; margin: 2px; display: inline-block;"></div> Training (48-49) <div style="border: 1px solid black; width: 40px; height: 20px; margin: 2px; display: inline-block;"></div> Language Studies (50-51)																						
D. WORK PRIMARILY INTERESTED IN (36) <table style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 20px; border: 1px solid black; text-align: center;">1</td><td>Presently Assigned T/O</td></tr> <tr><td style="border: 1px solid black; text-align: center;">2</td><td>Other - Within Div./Br.</td></tr> <tr><td style="border: 1px solid black; text-align: center;">3</td><td>Other - Within Component</td></tr> <tr><td style="border: 1px solid black; text-align: center;">4</td><td>Other - Outside Component</td></tr> <tr><td style="border: 1px solid black; text-align: center;">5</td><td>Under Employment</td></tr> </table>			1	Presently Assigned T/O	2	Other - Within Div./Br.	3	Other - Within Component	4	Other - Outside Component	5	Under Employment	K. PERFORMANCE (52) <table style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 20px; border: 1px solid black; text-align: center;">1</td><td>Unsatisfactory</td></tr> <tr><td style="border: 1px solid black; text-align: center;">2</td><td>Separation</td></tr> <tr><td style="border: 1px solid black; text-align: center;">3</td><td>Reassignment</td></tr> <tr><td style="border: 1px solid black; text-align: center;">4</td><td>Demotion</td></tr> </table>			1	Unsatisfactory	2	Separation	3	Reassignment	4	Demotion		
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E. FIELDS OF WORK (37-38) <div style="border: 1px solid black; width: 40px; height: 20px; margin: 2px;"></div>			L. EVALUATION DATES <div style="border: 1px solid black; width: 100%; height: 20px; margin: 2px;"></div> Date To (53-58) <div style="border: 1px solid black; width: 100%; height: 20px; margin: 2px;"></div> Projected (59-64)																						
F. PERFORMANCE CONSIDERED BY (39) <table style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 20px; border: 1px solid black; text-align: center;">1</td><td>Narrative Description</td></tr> <tr><td style="border: 1px solid black; text-align: center;">2</td><td>Adjective Rating</td></tr> <tr><td style="border: 1px solid black; text-align: center;">3</td><td>Both</td></tr> </table>			1	Narrative Description	2	Adjective Rating	3	Both	M. TYPE OF EVALUATION (65) <table style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 20px; border: 1px solid black; text-align: center;">1</td><td>Initial</td></tr> <tr><td style="border: 1px solid black; text-align: center;">2</td><td>Annual</td></tr> <tr><td style="border: 1px solid black; text-align: center;">3</td><td>Reevaluation</td></tr> </table>			1	Initial	2	Annual	3	Reevaluation								
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G. EFFORTS FOR SELF IMPROVEMENT (40) <table style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 20px; border: 1px solid black; text-align: center;">1</td><td>None</td></tr> <tr><td style="border: 1px solid black; text-align: center;">2</td><td>Pers. Characteristics</td></tr> <tr><td style="border: 1px solid black; text-align: center;">3</td><td>Supervisory Tech.</td></tr> <tr><td style="border: 1px solid black; text-align: center;">4</td><td>On-Job Training</td></tr> <tr><td style="border: 1px solid black; text-align: center;">5</td><td>Language Study</td></tr> </table> <table style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 20px; border: 1px solid black; text-align: center;">1</td><td>Typing (41)</td></tr> <tr><td style="border: 1px solid black; text-align: center;">2</td><td>Shorthand</td></tr> <tr><td style="border: 1px solid black; text-align: center;">3</td><td>Area Study</td></tr> <tr><td style="border: 1px solid black; text-align: center;">4</td><td>Intelligence Study</td></tr> <tr><td style="border: 1px solid black; text-align: center;">5</td><td>Writing Techniques</td></tr> </table>			1	None	2	Pers. Characteristics	3	Supervisory Tech.	4	On-Job Training	5	Language Study	1	Typing (41)	2	Shorthand	3	Area Study	4	Intelligence Study	5	Writing Techniques			
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